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The Higher Education of Women in Pennsylvania

BY

SAUL SACK

Univ of Pennsylvania

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The Higher Education of Women in Pennsylvania

INFLUENCED by a long tradition inherited from other shores, our forebears of the eighteenth and nineteenth centuries insisted that a woman's place is in her home.[1] If she were to receive even a modest education, it was less because as an individual she had an equal right to the cultural benefits which society might offer than because as a mother and a housewife she might better perform her predestined role. This conception of the function of women was not held by the uneducated alone; it was shared by those whose learning and attainments marked them as leaders of men. Franklin wrote to Mary Stevenson in 1760: "The Knowledge of Nature may be ornamental, and it may be useful; but if to attain an Eminence in that, we neglect the Knowledge and Practice of Essential Duties, we deserve Reprehension. For there is no Rank in Natural Knowledge of equal Dignity and Importance with that of being a good Parent, a good child, a good Husband or Wife. . . ."[2]

One of the early proponents of education for women in Pennsylvania, Benjamin Rush, expressed his views on the reasons for educating women in an address delivered to the "Visitors of the Young Ladies' Academy" in Philadelphia, July 28, 1787. He maintained that "The early marriages of our women, by contracting the time allowed for education, renders it necessary to contract its plan, and to confine it chiefly to the more useful branches of literature. . . . They must be stewards, guardians of their husbands property. . . ." Further, he declared that "a principal share of the instruction of children naturally devolves upon the women. It becomes us therefore to prepare them by a suitable education, for the discharge of this most important duty of mothers."[3]

1 For a comprehensive and authoritative discussion, see Thomas Woody, *A History of Women's Education in the United States* (Lancaster, Pa., 1930), I, 1–123.

2 In Albert H. Smyth, *The Writings of Benjamin Franklin* (New York, 1905–1907), IV, 22.

3 Benjamin Rush, *Thoughts Upon Female Education, Accommodated to the Present State of Society, Manners, and Government, in the United States of America* (Philadelphia, 1787), 3 ff.

A "suitable education," according to Rush, involved a "knowledge of the English language"; the "writing of a fair and legible hand"; a familiarity with "figures and book-keeping" so that "she may assist her husband" in his business activities; an acquaintance with "history, biography, and travels" in order to "qualify her not only for a general intercourse with the world, but, to be an agreeable companion for a sensible man." He insisted that "Vocal music should never be neglected, in the education of a young lady, in this country. Besides preparing her to join in that part of public worship which consists in psalmody, it will enable her to soothe the cares of domestic life." Nor was dancing to be considered "an improper branch of education for an American lady. It promotes health, and renders the figure and motions of the body easy and agreeable."[4] Rush, however, objected to women learning to play a musical instrument, to "the practice of making the French language a part of female education in America," and to "drawing, as a branch of education for an American lady" because of the time consumed in the learning of these subjects, the little or no use to which French would be put, and the subsequent distraction from home duties that would occur if these ornaments of education were subsequently pursued.[5]

There were those of the fair sex who defended the education of women almost exclusively on the grounds of future domestic utility. In reply to a scurrilous attack on her sex, an indignant young lady wrote in 1818:

> Females in this country, in all circumstances above the very lowest, are early sent to school, where they are taught to sew, to read, and to write. If they are "above the necessity of labouring," they are kept at school until they are about fifteen, learning arithmetic, geography, grammar, and history. Do these studies tend to promote "domestic usefulness?" . . .
>
> But here is the error:—too soon after they leave their schools, their books are abandoned in order that they may not be in "ignorance of economy." They must sew for their brothers, they must assist their mothers in the care of the house. . . . Another great error must be acknowledged as too general in the education of our girls. Without regard to taste, talents, or circumstances, they must learn drawing, dancing, and musick. These are agreeable accomplishments, and not to be denied, where the wealth of the parent, and the genius of the child, render such instructions reasonable. But is it rational

[4] *Ibid.*
[5] *Ibid.*, 15 ff.

& proper, that these ornaments should be indiscriminately thrown upon females? . . .

Objectionable, however, as we think these elegant ornaments in the measure and universality of their use in our day, they do not prevent our daughters from becoming "gentle, most economical wives," when they are called to decide on the "Balance of Comfort." Their former habits have not induced an aversion to the "performance of woman's peculiar duties," the piano is now shut up, the dance is relinquished, & their "happiness" is found in the practice of as many social and domestick virtues as can be found amongst any women on the face of the earth.[6]

Nor were these voices stilled as the nineteenth century passed the half-way mark. Others arose to bolster up a position whose strength was beginning to wane under the inexorable demands of an industrial society. If necessity extended a woman's sphere beyond the confines of the home, propriety and the natural bent of her inclinations dictated that it be held within the bounds of the social services, particularly teaching. Governor Bigler of Pennsylvania expressed this point of view in an address delivered at the opening of Pennsylvania Female College in 1853: "I am, I must confess to you, my fair hearers, no advocate of Woman's rights, as practised by Lucretia Mott, Lucy Stone, Antoinette Brown, and others of your sex—nor am I an admirer, to any extent, of the Bloomer costume. . . . Woman, from her delicate form and finer sensibilities, may not be permitted to appear in the halls of legislation nor to command on the field of battle. But in the domestic and social circles—in the great work constraining the youthful mind to right inclinations—in the formation of character, her influence is most potent."[7]

An even more vehement critic of the women's rights movement was the Rev. A. B. Clark, who would protect his daughter from "mixing up with a multitude, and as a public lecturer, catering to the perverted taste of a corrupted public"; who would keep his wife from being "arrayed in open discussion with libertines and skeptics"; and who would guard his mother from "the political arena as a combatant —a candidate for office in these days of political degeneracy and corruption, to be held up, by the world, as dishonest, debased, corrupt and vile." Such activities, he maintained, were opposed to "nature,

[6] *Pittsburgh Gazette*, Oct. 27, 1818.

[7] *Addresses at the Opening of the Pennsylvania Female College, Harrisburg, Sept. 5, 1853* (Harrisburg, 1853), 13–14.

reason, common sense, and the teachings of Holy Writ." God intended woman for motherhood and the keeping of the home; and she must not depart from these anointed tasks.[8]

Many professional educators, though less polemical in their utterances, subscribed to the traditional concept of "Woman's Proper Sphere." At the Pennsylvania State Educational Convention (August 6, 1862), the Committee on the Relations of Academies, High Schools and Female Seminaries to Common Schools and also to Colleges stated in part: "Educated women,—educated we mean in the best class of our Female Seminaries,—subserved the cause of education, it is confidently believed, even more effectually than educated men. The father cannot oversee and direct the early training of his sons, nor exercise that constant and pervading influence over their minds during the early and most interesting period of their development. But the educated mother can, and very generally does, give a gentle and almost imperceptible bias to the tender, plastic spirit, that guides its undeviating course throughout life."[9]

Her education, consequently, aimed to subserve the basic role of woman as mother and as teacher. It was less concerned with her development as a person than it was with her training as a functional instrument, whose peculiar attributes could be utilized to advance the special interest of the family and the social interest of the educational system. "The sphere which woman occupies," said Lucius H. Beebe in his inaugural address as president of Allegheny College (1875), "as the center of home and social life; as the mother, and largely the educator of the race, demands that her education should be appropriate, and have special reference to her duties and responsibilities."[10]

When women began to leave the sheltered cloister of the home they were not always received with the courtly gentility accorded their sex in the nineteenth century. Particularly was this so when they entered fields that men considered exclusively their own. The history of Woman's Medical College is replete with accounts of the trials and contumelies suffered by women at the hands of the

8 A. B. Clark, "Woman's Proper Sphere," *Pennsylvania School Journal*, III (July, 1854), 27 ff., hereafter cited as *Pa. Sch. Journal.*

9 *Pa. Sch. Journal*, XI (September, 1862), 94.

10 Allegheny College, *Catalogue* (1875–1876), 51.

"superior" sex. Resolutions denying them admittance to the councils of the Pennsylvania state and Philadelphia County medical societies were passed by those bodies. The former declared in 1860, "That it is the sense of this Society that Members of the regular profession can not consistently with sound Medical ethics consult or hold professional intercourse with the Professors or graduates of Female Medical Colleges . . ."[11] The Philadelphia County Medical Society resolved "That, in conformity with what they believe to be due to the profession, the community in general and the female portion of it in particular, the members of this Society cannot offer any encouragement to women becoming practitioners of medicine, nor, on these grounds, can they consent to meet in consultation with such practitioners. . . . In no other country than our own, is a body of women authorized to engage in the general practice of medicine."[12]

Nor were the medical faculties of the venerable schools or their male students any more kindly disposed toward their female counterparts. The professors of the University of Pennsylvania Medical School and the Jefferson Medical College, meeting in secret session, passed resolutions "seemingly prepared beforehand, condemning all medical instruction to mixed classes of male and female students . . . without any discussion whatever."[13] When women medical students were finally admitted to the clinical lectures at the Pennsylvania Hospital (1869) they suffered such indignities at the hands of their "gentlemen" colleagues that a storm of protest arose against such treatment.[14] A description of the event appeared in the *Evening Bulletin:*

> When the ladies entered the amphitheatre they were greeted by yells, hisses, "caterwaulings," mock applause, offensive remarks upon personal appearance, etc. . . . During the last hour missiles of paper, tinfoil, tobacco-quids, etc., were thrown upon the ladies, while some of these men defiled the dresses of the ladies near them with tobacco-juice.
>
> It is but just to the ladies to say that they maintained their position as scientific students by a quiet and modest demeanor. It was quite evident

[11] Female Medical College, Minutes of Corporators (June 8, 1866), II, n.p.

[12] "Women as Physicians," reprint from *The Philadelphia Medical and Surgical Reporter* (April, 1867), 2.

[13] *The Press* (Phila.), Nov. 18, 1869.

[14] Clara Marshall, *The Woman's Medical College of Pennsylvania* (Philadelphia, 1897), 17 ff.

from their general appearance that none of them had ever been accustomed to the association of such unmannerly men(?) before.[15]

A woman's mind, like her place in society, was considered capable of only limited functions. It was generally conceded that women had minds, but of an inferior quality, incapable of the depth, scope, and analytical powers fondly attributed by males to their own.[16] This conception was entertained even by many who supported the idea of equal education for the sexes. The Committee on the Co-education of the Sexes, in its report to a meeting of the Pennsylvania State Teachers Association (August 1, 1854), granted "that the male mind is capable of closer application, deeper investigation—that its mental momentum is greater," but declared "it will by no means follow that the same study and discipline are not best adapted for both."[17]

The accumulated experiences with coeducation and the favorable reports emanating from nascent institutions of higher education for women gradually served to dispel the notion of the mental superiority of men. At the close of the first year of instruction (1851), the faculty of the Female Medical College of Pennsylvania took "pleasure and pride in announcing, that the . . . manner in which the various branches presented were grasped, comprehended and matured by the Students, affords the most gratifying assurance that the idea of instructing Woman in the Science of Medicine is not a delusive one. The general intelligence and entire respectability of the Class were such as to elicit the admiration of the Faculty. The quality of mind displayed by them, through the whole Course, was that of an extraordinary character, and would have done credit to the most favored Institution of the Country."[18]

In an article favoring the equal education of the sexes, the president of the University of Michigan stated: "That women are capable of the highest culture, the generation to which Mrs. Somerville and Mrs. Browning belong will hardly deny. That tens of thousands of our young women are capable of reaching that not very exalted height of learning to which a college course carries a young man, I

15 *Evening Bulletin* (Phila.), Nov. 8, 1869.

16 See Woody, 88 ff.; James Mulhern, *A History of Secondary Education in Pennsylvania* (Philadelphia, 1933), 367–368.

17 *Pa. Sch. Journal*, III (September, 1854), 89.

18 *Annual Announcement* (1851), 6–7.

will not stop to prove. I may take it for granted that they can profitably push their studies as far as the average candidate for the degree of Bachelor of Arts has advanced with his work at his graduation."[19]

President Magill of Swarthmore College supported this statement, and pointed to the experience of the University of Michigan where "The best Greek scholar among the 1300 students of the University of Michigan a few years past; the best mathematical scholar in one of the largest classes of the institution to-day; and several among the highest in natural science, and in the general courses of study, are young women." He concluded by stating: "The time will come when our posterity will read with amazement and incredulity the statement that in the city of Philadelphia, after the middle of the nineteenth century, the question was seriously entertained by a dignified and intelligent body of educators in advance of their age in many things, whether women were intellectually equal to men, and whether the sexes should be educated together in our higher institutions of learning."[20]

Perhaps the most cogent and persuasive arguments, consistent with modern findings and in harmony with democratic concepts, were those presented by Caroline Davis to a meeting of the Allegheny Teachers' Association in 1853:

> Should one half of the world be educated as though they had minds and the other half as though they had not? And if so, why?—Should it be because, as it is said, woman is not endowed with faculties equal to those of man?—But is it true that her powers are more limited, or that there is a point in intellectual advancement to which man is capable to attain and woman not?—We are not of those who admit that man enjoys any such superiority, or that woman is his inferior in any other respect than in physical strength. . . .
>
> . . . there is an inexhaustible mine of exalted pleasure in intellectual acquirements, and has not woman a right to share this equally with man?—By what authority does he appropriate it exclusively to himself? Is woman by her nature disqualified for such enjoyment? By no means. We contend that she has a right to use and enjoy all things in this world, the pleasures of science not excluded. If then we would see woman occupying the position in society, and rendering to the world the full measure of benefit, which her

19 *Pa. Sch. Journal*, XXI (July, 1872), 10.
20 *Ibid.*, XXI (September, 1872), 103–104.

Maker destined she should, let the evils in female education be remedied—let the value of woman in the scale of being be estimated rather by moral and intellectual worth, than by the empty and fleeting charm of personal attractions.[21]

Coeducation early made its appearance in the elementary and secondary schools of the nation, albeit slowly and hesitantly.[22] But its introduction into the halls of higher education in Pennsylvania had to await the overcoming of considerable opposition, and, consequently, was delayed until the second half of the nineteenth century. In addition to the widely held belief that women were incapable of advanced study, there was an aversion to their indiscriminate mingling with males in the formative years of their lives. Many agreed with Benjamin Rush when he declared that "By the separation of the sexes in the unformed state of their manners, female delicacy is cherished and preserved."[23]

These conceptions in combination continued to dominate the minds of educators, and militated against the adoption of the principle of coeducation in the colleges and universities of the state. They were, doubtless, responsible for the defeat of its protagonists in the convention of the Pennsylvania State Teachers Association held in 1854. "Mixed schools, like camp-meetings," declared Dr. Kennedy, president of the Polytechnic College of Pennsylvania, "had grown out of the early necessities of the country, and that, when circumstances permitted, this monstrosity would naturally disappear from amongst us."[24] The report approved by the convention stated: "We feel confident . . . that as an all-wise Creator has ordained that the spheres of man and woman should be different, so their education must be pursued separately, otherwise neither can be brought to the highest point of perfection."[25]

Much the same attitude pervaded the State Educational Convention of 1862. Regarding collegiate instruction as beyond the scope of women's education, and coeducation as anathema to delicate sensibilities, the Committee on the Relations of Academies, High Schools

21 Caroline Davis, "Female Education," *Pa. Sch. Journal*, I (May, 1853), 431–432.
22 Woody, 224 ff.; Mulhern, 400 ff.
23 Rush, 23.
24 *Pa. Sch. Journal*, III (January, 1855) 202.
25 *Ibid.*, 211 ff.

and Female Seminaries to Common Schools and also to Colleges insisted that

> In a very few isolated cases, ladies have sought, in the society and under the protection of their brothers, the advantages of the class-room and lecture hall of some venerable Alma Mater.—But we know of no instance of a graduate or alumna of a regular Female Seminary, presenting her papers at a College gate for matriculation. Such a spectacle, perhaps, would be admired by some as a noble specimen of female heroism. But by the general sentiment of our American society, it would rather be regarded, as unwonted effort to gain the eclat of special strong-mindedness, and at a sacrifice of what, we hope, our country women will ever prize above,—even the highest reputation for literary attainments,—the gems of unsullied delicacy of thought, taste, and manners, and a sense of propriety, undimmed by the slightest divergencies, that college intercourse might possibly induce.[26]

It was not until 1872, consequently, that the proponents of coeducation were able to garner sufficient strength to persuade the Pennsylvania State Teachers Association to endorse "the sentiment of the Co-education of the Sexes in all the institutions designed for general education."[27]

Despite the existing prejudice, most of the colleges and universities founded in the last half of the nineteenth century were coeducational. The University of Northern Pennsylvania opened its doors on December 2, 1850, to both men and women.[28] Waynesburg College commenced instruction the following year (November 4, 1851),[29] and conferred the degree of Bachelor of Science on three women in 1857.[30] Admitting women on a parity with men from its inception in 1852,[31] Westminster College conferred the Bachelor of Arts degree on its first woman graduate from the regular college course on July 1, 1857.[32] This was followed in 1853 by the establishment of the first coeducational medical school in the country, the Penn Medical Col-

26 *Ibid.*, XI (September, 1862), 94.

27 *Ibid.*, XXI (September, 1872), 106.

28 *Wayne County Herald*, Nov. 21, 1850.

29 A. B. Miller, "Waynesburg College," *Biennial Report of Pennsylvania College and University Council* (1900), 167.

30 *Catalogue* (1858), 5; Diploma, Margaret L. Needham, Sept. 23, 1857.

31 Westminster College, *Catalogue* (1853–1854), 16–17.

32 Minutes of the Trustees (July 1, 1857), I, 73.

lege, later changed to Penn Medical University.[33] As the century advanced the following coeducational colleges were founded: Mount Pleasant College, 1855[34]; Westmoreland College, 1862[35]; Swarthmore College, 1862[36]; Lebanon Valley College, 1866[37]; Lambert College, 1868[38]; Cherry Tree Male and Female College, 1868[39]; Thiel College, 1869[40]; African College, 1869[41]; Monongahela College, 1869[42]; Juniata College, 1876[43]; Grove City College, 1884[44]; and Elizabethtown College in 1899.[45]

Institutions of higher learning originally established exclusively for men were, for the most part, reluctant to disturb the unruffled tenor of tradition by admitting women. But, as in life, so in the various areas of higher education at least one intrepid female came forth to challenge the validity of male chauvinism. Slowly and gradually feminine persistence bore fruit, so that scarcely a door hitherto closed to her does not now open at her insistent call. Allegheny College, for example, first considered the question of admitting women in 1867.[46] Though a few of the faculty were sympathetic to the idea, the majority opposed it.[47] Consequently, it was not until 1870 that the trustees resolved "That Allegheny College be opened hereafter for the education of ladies."[48] This decision was approved the following year by the Board of Control of the Methodist Episcopal Conference, and the previous resolution was revised to read "That ladies be admitted as students of Allegheny College

33 Penn Medical College, *Spring Announcement*, (1853), 10; Penn Medical University, *Its Origin, Principles and Characteristics* (*c.* 1878), 4.

34 *Catalogue* (1855–1856), 1 ff.

35 Act of Mar. 12, 1862, *Public Law* 119; public laws are hereafter cited *P. L.*

36 Minutes of the Managers (12mo. 2nd, 1862), I, 1.

37 *Catalogue* (1866), 17.

38 Armstrong Co., Deed Book No. 35 (Sept. 8, 1868), 385.

39 Act of Apr. 14, 1869, *P. L.* (1869) 1382.

40 Minutes of the Trustees (Oct. 16, 1869), I, 1.

41 Act of Feb. 19, 1869, *P. L.* 220.

42 Act of Mar. 14, 1871, *P. L.* 342.

43 *Huntingdon Journal*, Apr. 7, 1876.

44 *Catalogue* (1884–1885), 1 ff.

45 Minutes of the Trustees (June 16, 1899), I, 8.

46 Minutes of the Trustees (June 27, 1867), II, 340.

47 *Ibid.* (July 6, 1867), II, 341.

48 *Ibid.* (June 23, 1870), II, 356–357.

on the same terms as that of gentlemen."[49] Two years later (1873), out of a graduating class of sixteen recommended for the degree of Bachelor of Arts, one was a woman.[50]

The Agricultural College of Pennsylvania (Pennsylvania State University), charged with the responsibility for carrying out the state's obligations under the Morrill Land Grant Act, was less hesitant in admitting women to the privileges of the institution. In 1871 the trustees resolved "That the President and Faculty be and are hereby authorized and empowered to open the doors of the College to male and female students on the same conditions precisely, under such regulations as they may deem expedient."[51] This action was taken, they said, despite the fact that "At the time of its organization it was the purpose of the founders of the College to extend its privileges to male students only; and for twelve years lady students were excluded." However, they continued, "Within the current year several young ladies applied for admission, and after a careful consideration of the question the Trustees . . . voted to admit both sexes upon the same general conditions. It was felt that the important trust committed to the Board would not be fully administered while one half of the youth of our State were denied its advantages; and the experience of other institutions, several of them Agricultural, justified the expectation of good results from the co-education of the sexes."[52] Two years later (1873), Rebecca Ewing, along with four male colleagues, was awarded the Bachelor of Science degree.[53]

Perhaps the experience of the University of Pennsylvania best typifies the long and arduous struggle that women underwent before they were permitted to enjoy all the instructional facilities on an equal basis with men. Upon discontinuing the "Charity Schools" in 1877, the trustees resolved that the "Committees on the Department of Arts and Towne Scientific School . . . be authorized on the recommendation of the Provost to admit such a Number of female children in indigent circumstances as they may deem expedient to

49 *Ibid.* (June 21, 1871), II, 362.
50 *Ibid.* (June 23, 1873), II, 373.
51 Minutes of the Trustees (Sept. 5, 1871), I, 163.
52 *Catalogue* (1871), 18.
53 Minutes of the Trustees (July 23, 1873), I, 181.

the lectures on History and to the instruction by lecture in the laboratories in the Department of Chemistry and Physics."[54] For the first time, consequently, the University catalogue recorded the name of a woman student, Anna Lockhart Flanigen, listed under the "Special and Partial Courses" in the Towne Scientific School.[55] Early the following year the provost reported "that under the new rules the Lectures to the Senior Class on Modern History had been opened to all who had some previous knowledge of general history. That several ladies were in attendance."[56] To avoid misunderstanding as to the reasons for and the limitations of this new departure, the University published the following statement:

> Recently, arrangements have been made to encourage young women to pursue certain advanced studies here. This has been done in simple obedience to the law of supply and demand. The University has no theory, concerning what is called co-education of the sexes, to support, nor any plan to establish, nor any prejudices on the part of its officers, either on one side or the other of this question, to overcome. The admission of women as students, was brought about in this way: Applications were made, from time to time, from young women, asking that they might avail themselves of the advantages offered at the University, for the study of chemistry, physics, and history, the applicants stating that these advantages—especially for the study of the first two-named subjects—seemed to them exceptionally good. When it was found that these ladies proposed, without exception, to become either physicians or teachers, and that they asked of the University, what was essential to their calling, and what, according to their own statement, they could not find elsewhere, except at great inconvenience, the authorities would not only have been unjust, but cruel, if they had denied their request. They are there as special students, in precisely the same position as the young men who are special students; the instruction being the same, and the conditions of the examinations, entrance and final, being the same for both sexes. What may be done in the future, depends upon the wants of the future. . . . What is essential now is that those young women who are in earnest in their desire to study chemistry, physics, and history, should understand that a certificate of proficiency, awarded by the University, upon a final examination after a full course, is likely to be as good a test of their real knowledge of these subjects, and to be accepted as such, as any that can be procured elsewhere.[57]

[54] Minutes of the Trustees (Sept. 4, 1877), XI, 415–416.
[55] *Catalogue* (1876–1877), 15.
[56] Minutes of the Trustees (Feb. 5, 1878), XI, 430–431.
[57] *Pa. Sch. Journal*, XXVI (March, 1878), 310.

At the same time women were admitted to certain of the lectures of the "Auxiliary Faculty of Medicine," which later became the Graduate School of Medicine.[58] Lest these partial moves be interpreted as the adoption by the University of the principle of coeducation, Dr. William Pepper stated in his inaugural address:

> It seems impossible for any school which intends, at the present time, to exert its full influence in the intellectual life of the community, to neglect the subject of the higher education of women. I do not refer to any such question as that of opening the University classes to young women, because I regard it as settled beyond dispute that the co-education of the sexes is inadmissible. The University has recently been making cautious advances in this direction, and persons of both sexes are now admitted to certain lectures and laboratory work. It may be that this comprises as much as is safe or desirable to be done in this particular direction; and as the special function of the University is not the education of women, it seems proper that further action should await the expression of some carefully-matured wishes or plans on the part of those who may be assumed to represent the interest of women in this matter.[59]

It was not surprising, therefore, that the applications of women to the medical and dental schools[60] were denied,[61] even though the faculty of the latter school favored the admission of women because "there are no Dental Schools for females in which young women can obtain the desired training."[62] This dual policy of acceptance in some departments and rejection in others produced anomalous results. In 1882 the Auxiliary Faculty of Medicine recommended "For the Degree of Bachelor of Science, Martha P. Highes, M.D., a graduate of Ann Arbor University. . . . Thesis 'Mountain Fever.'"[63] The trustees concurred in the recommendation, and she became the first woman in the history of the University to receive a degree in course.[64]

At the same time the Faculty of Arts unanimously resolved "that the Faculty report the fact to the Board of Trustees that Miss Ida C. Craddock has passed her entrance examinations very satisfactorily,

58 Minutes of the Trustees (Apr. 2, 1878), XI, 445.

59 *Pa. Sch. Journal*, XXIX (April, 1881), 431.

60 Minutes of the Trustees (May 3, 1881), XI, 582; (Nov. 1, 1881), XI, 605; (Dec. 6, 1881), XI, 608.

61 *Ibid.* (Jan. 3, 1882), XI, 611.

62 *Ibid.*, XI, 610.

63 *Ibid.* (June 6, 1882), XI, 654.

64 *Ibid.* (June 15, 1882), XI, 663.

and that they respectfully refer to the Board her application for admission to the Freshman Class."[65] This was followed, a few months later, by a communication from Miss Craddock "requesting an official reply to her application for admission to the Department of Arts." She was informed that special arrangements were being formulated for the separate instruction of women "in the curriculum of studies assigned for male students," and that the trustees had resolved to "organize a separate Collegiate Department for the complete education of women, as soon as funds are received sufficient to meet the expense thereof."[66]

But Miss Craddock was not to be denied. In January, 1883, she sent a letter to the trustees "announcing her intention of presenting herself for examination with the Sophomore Class."[67] Doubtless with her help, petitions were circulated and presented to the trustees asking them to "open the instruction of the University to women on the same terms as to men."[68] Later in the same year she requested that provision be made "for her examination with the Sophomore Class."[69] Again in 1884 Miss Craddock demanded "a reply to her application for examination, and for the admission of women to the University."[70] Although she failed in her campaign, her efforts were not without positive results.

In 1885 the University statutes were revised admitting women "to the courses of the Department of Music, of the Auxiliary Department of Medicine, and of the Department of Biology"—a revision which did little more than give *de jure* recognition to a previously existing condition.[71] Four years later the Arts Faculty "resolved that the Hon. Board of Trustees be requested to authorize the Faculty to admit regular students to the different courses of the College Faculty without distinction of sex."[72] In the same year (1889), the University received a gift of two properties from Joseph M. Bennett "for the purpose of a College for Women in connection with said

65 *Ibid.* (Oct. 3, 1882), XII, 2.
66 *Ibid.* (Nov. 7, 1882), XII, 10 ff.; (Dec 5, 1882), XII, 18.
67 *Ibid.* (Jan. 2, 1883), XII, 26.
68 *Ibid.* (Feb. 6, 1883), XII, 38.
69 *Ibid.* (Oct. 2, 1883), XII, 84.
70 *Ibid.* (June 3, 1884), XII, 136.
71 *Ibid.* (Feb. 3, 1885), XII, 176.
72 *Ibid.* (Sept. 24, 1889), XII, 492–493.

University. . . . I do this because I am desirous of promoting the Higher Education of Women, and yet recognize the difficulties connected with complete coeducation."[73] This resulted in the establishment of the "Graduate Department for Women," which was opened in 1892.[74] Further progress was made in January, 1907, when undergraduate courses particularly designed for teachers and leading to a Bachelor of Arts degree were offered in the afternoon, evening, and on Saturday to both men and women.[75] Four years later the Bachelor of Arts degree was conferred on three women graduates.[76] This coeducational policy with respect to teacher training was continued with the establishment of the School of Education in 1914.[77]

Beginning with the second decade of the twentieth century women entered schools and departments hitherto closed to them. In 1914 they were admitted into the medical and dental schools on equal terms with men.[78] Even the Engineering School allowed them to take courses essential to the curriculum in "Public Hygiene."[79] Although the minutes of the trustees do not record a specific decision to admit women to the law school, one woman was awarded the Bachelor of Laws degree in course in 1915.[80] In 1918 the General Alumni Society urged that all departments of the University be opened to them.[81] Two years later women were elected as instructors in the schools of dentistry and public hygiene.[82] It was not, however, until 1933 that the undergraduate College for Women was established.[83] This marked the beginning of the breakdown of all remaining barriers. The School of Veterinary Medicine admitted women in the same year,[84] and the School of Architecture followed suit in 1934.[85] Four

73 *Ibid.* (Nov. 5, 1889), XII, 501–502.
74 *Ibid.* (June 4, 1892), XIII, 29.
75 *Ibid.* (Nov. 7, 1906), XIV, 466.
76 *Ibid.* (June 21, 1911), XV, 260.
77 *Ibid.* (June 8, 1914), XVI, 133.
78 *Ibid.* (Mar. 9, 1914), XVI, 100; (June 8, 1919), XVI, 127–128; *Biennial Report of Pennsylvania College and University Council* (1914), 682.
79 Minutes of the Trustees (Oct. 12, 1914), XVI, 145.
80 *Ibid.* (June 16, 1915), XVI, 261.
81 *Ibid.* (Jan. 14, 1918), XVII, 56.
82 *Ibid.* (Feb. 9, 1920), XVIII, 32; (May 10, 1920), XVIII, 69.
83 *Ibid.* (Feb. 27, 1933), XXI, 303–304; (Mar. 10, 1933), XXI, 312; (Mar. 27, 1933), XXI, 320.
84 *Ibid.* (Oct. 13, 1933), XXI, 379.
85 *Ibid.* (Mar. 9, 1934), XXI, 458–459.

years later, the last male sanctuary, the Wharton School, succumbed to the general trend by permitting women to attend certain courses, "including one on Consumers' Problems in Marketing, the first Wharton School course specially organized for women."[86] Today, all doors of instruction at the University are open to them.

Other colleges and universities originally organized exclusively for men eventually admitted women to equal status. Ursinus College became coeducational in 1881.[87] The University at Lewisburg (Bucknell University), which in 1851 had established a secondary institution for women called the Lewisburg Female Academy,[88] granted women students collegiate status in 1883.[89] Having rejected the principle of coeducation in 1878 because of financial difficulties,[90] the faculty and trustees of Dickinson College deemed it expedient to permit women the academic privileges of the institution in 1884.[91] Susquehanna University, as the Missionary Institute, decided in 1893 to amend its charter to permit women as well as men to enter the institution.[92] Four years later, the school conferred its first degree on a woman graduate.[93] In 1893 the Western University of Pennsylvania (University of Pittsburgh) took its first step toward coeducation in authorizing the admission of a woman to a special course in chemistry.[94] This initial policy was rapidly expanded to comprehend the full college course, and on June 9, 1898, the University conferred the Bachelor of Arts degree on two young women graduates of the Latin Scientific Course.[95]

The twentieth century witnessed the adoption of the principle of coeducation by a few other institutions which had previously excluded women. Duquesne University, for example, conferred the Bachelor of Arts degree on two women at the commencement held

86 *Ibid.* (Jan. 24, 1938), XXIII, 24.
87 *Catalogue* (1881–1882), 8 ff., 17.
88 *Catalogue* (1851–1852), back cover.
89 Minutes of the Trustees (June 27, 1882), III, 29; *Catalogue* (1882–1883), 69.
90 Dickinson College, Minutes of the Trustees (June 26, 1878), VI, n.p.
91 *Ibid.* (June 25, 1884), VI, n.p.; Minutes of the Faculty (Sept. 10, 1884), n.p.
92 Minutes of the Directors (June 26, 1893), II, 14; Snyder Co., Miscellaneous Record No. 4 (Feb. 25, 1895), 221.
93 Minutes of the Directors (May 24, 1897), II, 95.
94 Minutes of the Executive Committee of the Trustees (Jan. 9, 1893), III, 393.
95 *Catalogue* (1898–1899), 208.

June 20, 1916.[96] Similarly, St. Francis College conferred a degree on one young lady in 1943,[97] and amended its charter in 1949 to eliminate any legal impediments to the admission of women.[98] On the other hand, there are colleges established for men which limit the admission of women to graduate programs, Saturday classes, extension courses, or summer sessions. Among these are Franklin and Marshall College, 1899[99]; Muhlenberg College, 1910[100]; Haverford College, 1917[101]; Lehigh University, 1918[102]; Villanova University, 1919[103]; and the University of Scranton, 1937.[104]

A number of professional and technical schools adopted the principle of coeducation either wholly or in part. Meadville Theological Seminary first admitted women in 1868, and conferred the degree of Bachelor of Divinity on one in 1897.[105] In 1873, the faculty of the Western Theological Seminary replied to a letter from Miss Annie Oliver, who was requesting admission, that "we had no power to admit women as students, but that if she wished to avail herself of the advantages of the institution she would be welcomed to the lecture rooms of the Professors."[106] Later, a graduate of Vassar College, Grace Elizabeth Marrett, was admitted to the junior class in 1911,[107] and was awarded her diploma in 1912.[108] Women first attended lectures in the Crozer Theological Seminary in 1889[109]; one graduated with a diploma in 1929[110]; and the first woman to receive her Bachelor of Divinity degree completed her work with the class of 1930.[111] Among other theological seminaries to accept women either to the regular curriculum or to programs in religious education may

96 *Catalogue* (July 1, 1916), 78.
97 Commencement Program, Jan. 25, 1943.
98 Cambria Co., Miscellaneous Book No. 23 (Jan. 19, 1949), 193.
99 *Catalogue* (1899–1900), 39.
100 Minutes of the Trustees (Jan. 19, 1910), III, 363.
101 Minutes of the Managers (2mo. 23rd, 1917), VIII, 157.
102 *Catalogue* (1918–1919), 172–173.
103 *Catalogue* (1919–1920), 142–143.
104 *Report of the Pennsylvania Superintendent of Public Instruction* (1938), 38.
105 *General Catalogue* (1844–1930), 59, 108.
106 Minutes of the Faculty (Oct. 30, 1873), III, 43.
107 Minutes of the Directors (May 9, 1912), III, 353.
108 *General Biographical Catalogue* (1827–1927), 324.
109 Minutes of the Trustees (June 11, 1889), I, 348.
110 *Catalogue* (1929–1930), 50.
111 *Ibid.* (1930–1931), 50.

be noted the Pittsburgh-Xenia Theological Seminary, 1892[112]; the Divinity School of the Protestant Episcopal Church, 1928[113]; and the Lutheran Theological Seminary at Gettysburg, in 1945.[114]

Independently organized schools of medicine, dentistry, pharmacy and law joined the ranks of other institutions of higher education in according women access to their instructional facilities. The faculty of the Homoeopathic Medical College of Pennsylvania (now Hahnemann Medical College) allowed ladies to sit in the anteroom, in 1865, to hear the lectures of the professors.[115] But their more recent counterparts were not so liberal. In 1920, and again in 1928, the Hahnemann faculty rejected proposals to make the school coeducational.[116] Women entered the medical school somewhat unobtrusively in 1941,[117] and four of them received the first Doctor of Medicine degrees awarded by the College to women, at the commencement held September 14, 1944.[118] Jefferson Medical College delayed admitting women until 1949, and then only as graduate students in sciences related to medicine, as biochemistry or bacteriology.[119] The Philadelphia Dental College admitted "Miss Jennie F. Detchon, the first lady ever in attendance upon the instruction of the College," in 1880.[120] Pittsburgh Dental College also had enrolled one woman student in 1897.[121] The Philadelphia College of Pharmacy admitted its first woman student in 1875,[122] and conferred the Ph.G. degree on one woman graduate in 1883.[123] Finally, the Dickinson School of Law enrolled its first woman student in the regular course, October 3, 1894.[124] Two years later, at the commencement held June 9, 1896, she received her Bachelor of Laws degree.[125]

112 Minutes of the Directors (Apr. 27, 1892), 317.
113 Minutes of the Faculty (Oct. 11, 1928), 1.
114 Minutes of the Directors (May 8, 1945), 199 ff.; (May 7, 1946), 219.
115 Thomas L. Bradford, *History of the Homoeopathic Medical College of Pennsylvania* (Philadelphia, 1898), 104.
116 Minutes of the Faculty (Apr. 26, 1920), 165; (June 5, 1928), 271.
117 *Announcement* (1942–1943), 104–108.
118 *Ibid.* (1946–1947), 126–128.
119 *Announcement* (1949–1950), 61–62.
120 Minutes of the Trustees (Feb. 21, 1880), I, n.p.
121 *Report of the U. S. Commissioner of Education* (1897–1898), II, 1949.
122 *Register of Students* (1821–1886), n. p.
123 Minutes of the Trustees (Mar. 13, 1883), IV, 289.
124 *Student Register* (Oct. 3, 1894), n. p.
125 *Catalogue* (1896–1897), 15.

If the legal right to confer degrees were the sole criterion for determining collegiate rank, then Pennsylvania established an extraordinary number of higher educational institutions for women. Designated variously as female seminaries, female academies, or female institutes, such schools were chartered, beginning in 1838, by the legislature and the local courts in what appears to have been unrestricted profusion. In 1838 alone, in a single omnibus bill, the legislature simultaneously incorporated twenty-five female seminaries, investing each of them with degree-granting powers.[125] Some idea of the extent of the movement may be obtained from an examination of the partial, but representative, list of schools which follows. Only those institutions have been included which were specifically empowered by charter provision to confer degrees: Gettysburg Female Academy, 1838[127]; Brownsville Female Seminary, 1838[128]; Washington Female Seminary, 1838[129]; Bellefonte Female Seminary, 1839[130]; Somerset Female Academy, 1839[131]; Danville Female Seminary, 1839[132]; Stroudsburg Female Seminary, 1839[133]; New Brighton Female Seminary, 1840[134]; Huntingdon Female Seminary, 1840[135]; Pottstown Female Seminary, 1840[136]; Landisburg Female Seminary, 1840[137]; Edgeworth Ladies Seminary, 1840[138]; Clarion Female Seminary, 1842[139]; Locust Grove Episcopal Female Seminary, 1856[140]; Elizabeth Female Seminary, 1857[141]; Sharon Female Academy, 1866[142]; M'Keesport Academy and Female Seminary,

126 Act of Apr. 16, 1838, *P. L.* (1837–1838) 616.
127 Act of Apr. 14, 1838, *P. L.* (1837–1838) 339.
128 Act of Apr. 14, 1838, *P. L.* (1837–1838) 406.
129 Act of Apr. 14, 1838, *P. L.* (1837–1838) 402.
130 Act of June 20, 1839, *P. L.* (1838–1839) 352.
131 Act of June 25, 1839, *P. L.* (1838–1839) 466.
132 Act of Mar. 26, 1839, *P. L.* (1838–1839) 153.
133 Act of Mar. 4, 1839, *P. L.* (1838–1839) 41.
134 Act of June 12, 1840, *P. L.* 657.
135 Act of Apr. 16, 1840, *P. L.* 434.
136 Act of Mar. 23, 1840, *P. L.* 193.
137 Act of June 12, 1840, *P. L.* 647.
138 Act of Mar. 18, 1840, *P. L.* 154.
139 Act of July 16, 1842, *P. L.* 395.
140 Act of Apr. 4, 1856, *P. L.* 233.
141 Allegheny Co., Charter Book No. 1 (Oct. 17, 1857), 81.
142 Act of Mar. 22, 1866, *P. L.* 294.

1868[143]; Pottsville Female Institute, 1872[144]; Ursuline Young Ladies Academy, 1872[145]; Tuscarora Female Institute, 1873[146]; Allegheny Female Seminary, 1872[147]; and Hamilton Female Seminary, 1875.[148]

The lack of a charter was not considered an impediment either to the conferring of degrees, or the styling of a school for girls as a "College" or "Collegiate Institute." In 1833, for example, the Rev. William B. Lacey announced that his school, which he called the Western Female Collegiate Institute, "is now open for the reception of Young Ladies." Its "design," he declared, "is to impart an accurate and thorough knowledge of all the solid and polite branches of female education."[149] Another proprietary institution, the Philadelphia Collegiate Institute for Young Ladies, claimed in 1864 to offer "a complete collegiate course."[150] A privately owned school called the Sunnyside College for Ladies was founded in 1863 by the Rev. J. T. Beckler at Lititz, Pennsylvania.[151] In 1875 Brooke Hall Female Seminary at Media reported the conferring of twelve Master of Arts degrees in course.[152] Yet, three years later, in answer to the question posed by the United States Commissioner of Education as to whether the institution was authorized by law to confer collegiate degrees, the Seminary answered "No."[153] One further example may be cited. The Philadelphia Collegiate Institute for Girls was established in 1897 by the Philadelphia Annual Conference of the Methodist Episcopal Church for the twofold purpose of furnishing "a satisfactory and thorough education for pupils not desiring a college course; and to give a full preparation for any college open to woman."[154]

Although incorporated colleges for women did not make their appearance in Pennsylvania until 1853, an unusual declaration of

143 Act of Apr. 1, 1858, *P. L.* 576.
144 Act of May 20, 1872, *P. L.* 1018.
145 Act of Mar. 28, 1872, *P. L.* 613.
146 Act of Mar. 12, 1873, *P. L.* 269.
147 Allegheny Co., Charter Book No. 5 (Nov. 9, 1872), 28.
148 Cumberland Co., Miscellaneous Book No. 4 (Aug. 23, 1875), 238.
149 *Pittsburgh Gazette*, Jan. 25, 1833.
150 *Catalogue* (1863–1864), 3.
151 *Report of the Pennsylvania Superintendent of Public Instruction* (1877), 336.
152 *Report of the U. S. Commissioner of Education* (1875), 796.
153 *Ibid.* (1878), 512.
154 *Catalogue* (1897–1898), 6 f.

intention to establish schools of university caliber to include women was made in 1818 by a group of citizens occupying a site originally cultivated by a community of people called Harmonites. Petitioning the legislature for aid in their educational enterprise, the officers of the Harmony Institute stated: "Our efforts are not intended to be limited to instruction in any one profession; for, having already erected to our hands a number of respectable buildings sufficiently capacious and convenient for accommodating teachers and scholars, in almost every branch of learning taught at universities, our design is, should we succeed in our present application, to employ teachers, and establish schools in as many of these branches as may be required."[155] The early demise of the institution,[156] however, prevented the possible realization of these aspirations.

When colleges for women did arise, they were much less ambitious in purpose, and much less comprehensive in scope. In fact, as will be seen subsequently, there was an expression of considerable doubt as to the propriety of the new schools for women labeling themselves colleges. However they may have deviated from their male counterparts, this they had in common: a few were secular in origin (at least there appears to be no evidence of a dominant religious influence), but the vast majority were founded by various religious denominations.

The first incorporated college for women in Pennsylvania began life as the Montgomery Female Seminary, October 27, 1851, in what is now Collegeville, Montgomery County.[157] Chartered by the legislature in 1853 under the title The Pennsylvania Female College, the institution was invested with the usual corporate rights and privileges, and empowered "to confer such literary degrees and academic honors as are usually granted by colleges, upon such pupils as shall have completed in a satisfactory manner the prescribed course of study."[158] This newly achieved status, however, was not accompanied by a corresponding elevation of the curriculum offerings. The three-year course of study in the "Collegiate Department" for which "the Academic Degree of ARTIUM BACCALAUREA" was now offered,[159]

155 *Address of the Officers & Teachers of the Harmony Institute, to the Members of the Legislature of Pennsylvania, Jan. 1, 1818* (Harrisburg, 1818), 3.

156 Mulhern, 419.

157 *Announcement* (1851), 2; Pennsylvania Female College, *Catalogue* (1853), 9.

158 Act of Apr. 6, 1853, *P. L.* 327.

159 *Catalogue* (1853), 12.

containing neither foreign languages nor mathematics beyond trigonometry, was identical with the original curriculum announced by the Montgomery Female Seminary in 1851.[160] But this fact did not prevent the institution from immediately exercising its charter privilege. At its first collegiate commencement in 1853 the College conferred the Bachelor of Arts degree upon three young ladies.[161]

In 1854 the catalogue announced that "The institution is completely organized as a regular College," and its course of instruction is "as full and thorough, as that pursued in any of our American Colleges, for the other sex." This "thorough" course of study, still three years in length, now included Latin and "conic sections" in its offerings. At the same time the candidate for the degree was informed that "In the regular course, proficiency in Instrumental Music and French, may be substituted for Latin."[162] As a basis for comparing this first college program for women with that provided for men during the same period, the three-year collegiate curriculum of the Pennsylvania Female College is here set forth in its entirety.

Collegiate Department

Mathean Class—Elocution & Rhetorical Reading; English Grammar, with Critical Analysis; Arithmetic, Emerson's 3rd part; Algebra, Davies' Elementary; Geography, Ancient and Modern; History, Ancient and Modern; Natural Philosophy, Parker's; Latin.

Junior Class—Rhetoric; Logic, Hedge's; Algebra, Davies' Bourdon, entire; Physiology, Cutter's; Natural Philosophy, Olmsted's; Chemistry, Turner's; Botany, Lincoln's or Eaton's; Geometry, Plane and Spherical; Trigonometry, Plane & Spherical; Latin.

Senior Class—Mental Philosophy; Moral Philosophy, Wayland's; Natural Philosophy, Olmsted's; Evidences of Christianity, Paley; Isoperimentary; Conic Sections, Bridge's; Natural History, Smellies'; Geology, Hitchcock's; Constitution of the United States; Political Economy, Wayland's; Astronomy, Olmsted's; Latin.

Frequent exercises in spelling and defining are had throughout the course.[163]

160 Cf. *ibid.* (1851), 10; (1853), 13.
161 *Ibid.* (1854), 9.
162 *Ibid.* (1854), 10, 11–12, 14.
163 *Ibid.*, 11–12.

A further curriculum revision was effected in 1856. The course was made four years in length, and Greek was added as an optional subject beginning with the sophomore year.[164] "Candidates for the Baccalaureate Degree" were informed that they "must have attained to seventeen years of age, and completed, to the satisfaction of the Board of Instruction, the foregoing course of study or an equivalent thereto, with the exception of the Greek, and the Languages and Mathematics of the Senior Class. Those having completed the full course, and attained to eighteen years of age, will be admitted to the Degree of A.M. . . . the highest Honor conferred by the College."[165] By 1873 the course of studies had been enlarged to comprehend more advanced mathematics, including calculus, and the study of the elementary works of the Latin and Greek authors.[166] At the same time, the successful candidate for the degree was told that "Graduation at this College means the same as it does at the regular colleges for the other sex."[167] However, this condition of parity did not long obtain. Lacking endowment, and finding it increasingly more difficult to compete with the state normal schools and the high schools supported by public funds, Pennsylvania Female College at Perkiomen Bridge was forced to close its doors in 1880.[168]

Less than two weeks after it had chartered the Pennsylvania Female College of Montgomery County, the legislature incorporated an institution at Harrisburg with exactly the same name.[169] The charter provided for a board of trustees of which the governor of the state and the superintendent of common schools were members ex officio. Further, the charter stipulated that "persons of every religious denomination shall be capable of being elected trustees, or appointed professors and teachers," and no one was to be denied admittance as a trustee, professor, or pupil because of his religious sentiments.[170] The Pennsylvania Female College at Harrisburg was

164 *Ibid.* (1856), 21–24.
165 *Ibid.*, 27.
166 *Ibid.* (1873), 11–13.
167 *Ibid.*, 11.
168 Paul A. Mertz, *An Historical Account of Pennsylvania Female College, 1853–1880* (Collegeville, Pa., n.d.) 11–12.
169 Act of Apr. 18, 1853, *P. L.* 562.
170 *Ibid.*

formally opened September 5, 1853, with an address delivered by Governor Bigler.[171] Offering a three-year course of study "In accordance with the plan recommended and adopted by a convention of the Presidents of Female Colleges, recently held in Cincinnati, Ohio," embracing French and the ancient languages of Latin and Greek, and for the successful pursuit of which candidates were to receive "a diploma, and degree in correspondence with the nature of their studies,"[172] the school held its first commencement July 11, 1854, and conferred degrees upon two young ladies who had previously completed a full seminary course elsewhere.[173] However, its term of service was short-lived. In 1861 the career of the college was abruptly terminated by the death of its president, the Rev. Beverly R. Waugh.[174]

A number of colleges intended for women advanced no further than the chartering stage. This was true of the Wesleyan Female College (1861),[175] and the Fairmount Female College of Philadelphia, incorporated in 1865.[176] There is some evidence that Emory Female College at Carlisle functioned during the year of its legal founding. Chartered by the legislature in 1864,[177] the College held a commencement June 29, 1864, at which "degrees" were "conferred" on a graduating class of four young women.[178] Two other institutions enjoyed a more prolonged existence: Blairsville College for Women, founded in 1851 as Blairsville Female Seminary[179] and chartered with the power to confer degrees by the Court of Common Pleas of Indiana County (first in 1893 as Blairsville Seminary Association[180] and later in 1907 as a college[181]), and Metzger College at Carlisle,

171 *Addresses at Opening*, 7 ff.
172 *Catalogue* (1853–1854), 9–10.
173 *Address at First Annual Commencement* (1854), 27 ff.
174 *Report of the Pennsylvania Superintendent of Public Instruction* (1877), 724.
175 Act of Apr. 9, 1861, *P. L.* 263.
176 Act of Mar. 14, 1865, *P. L.* 347.
177 Act of Mar. 30, 1864, *P. L.* 124.
178 Commencement Program, June 29, 1864.
179 *Report of the U. S. Commissioner of Education* (1898–1899), II, 1658 f.; *History of Indiana County, Penn'a, 1745–1880* (Newark, Ohio, 1880), 352–353.
180 Indiana Co., Charter Book "B" (Oct. 30, 1893), 159.
181 Charter Book "C" (Mar. 4, 1907), 256.

established in 1881.[182] The former closed its doors in June, 1913, and its property was sold at sheriff's sale two years later.[183] The latter disappeared from the state superintendent's reports after 1909.[184]

Methodism in Pennsylvania was no more successful in founding and maintaining colleges for women than it was in establishing colleges for men. In fact, it was less successful, for it failed to compensate for its losses (as it did in the field of higher education for men) by acquiring the control of functioning institutions previously created by other denominations. Of the four colleges for women founded under the patronage of the Methodist Episcopal Church, only one remains, and that is currently under the aegis of the Presbyterian Church.

The first of its institutions for the higher education of women, the Pittsburgh Female College, was chartered by the legislature in 1854.[185] Like its predecessors, the College offered a three-year curriculum in its "Collegiate Department."[186] Three years after its incorporation Pittsburgh Female College graduated its first class of two women from the "English and Classical Course."[187] However, it differed from its contemporaries in that the degree it offered was the "Mistress of Liberal Arts" (M.L.A.) rather than the Bachelor of Arts.[188] Although prosperity and an "enviable reputation"[189] appear to have accompanied the progress of the institution over the ensuing years,[190] a disastrous fire which destroyed the buildings in 1891 placed a burden on the College from which it never recovered.[191] The school persisted for a few years longer, but was finally reported "as having suspended operations" in 1896.[192]

182 *Report of the U. S. Commissioner of Education* (1894–1895), I, 2162; S. B. Shearer, "Metzger College," *Report of the Pennsylvania Superintendent of Public Instruction* (1900), 436.

183 *Indiana Times* (Pa.), May 19, 1915.

184 *Report of the Pennsylvania Superintendent of Public Instruction* (1909), 562–563.

185 Act of Feb. 10, 1854, *P. L.* 58.

186 *Catalogue* (1855–1856), 15.

187 *Ibid.* (1861–1862), 6.

188 *Ibid.* (1860–1861), 24–25.

189 *The Mentor* (Kittanning, Pa.), July 16, 1863.

190 Erasmus Wilson, ed., *Standard History of Pittsburgh, Pennsylvania* (Chicago, 1898), 512–513; John N. Boucher, ed., *A Century and a Half of Pittsburgh and Her People* (Pittsburgh, 1908), 293.

191 *Pittsburgh Commercial Gazette*, May 6, 1891.

192 *Report of the U. S. Commissioner of Education* (1895–1896), II, 1945.

Irving Female College, founded by Solomon P. Gorgas in 1856,[193] was chartered by the legislature the following year with the "power to confer such literary degrees and academic honors as are usually granted by colleges."[194] In 1858 the East Baltimore Conference of the Methodist Episcopal Church reported that "Irving Female College, situated at Mechanicsburg, Pennsylvania, is a young but promising school. It has a faculty of seven professors, under the presidency of Rev. A. G. Marlatt. It has already from 80 to 90 students; 40 of whom were converted to God during the past year. . . . This infant college asks the patronage of this Conference."[195] The institution first exercised its degree-granting authority in 1858 by conferring the "Mistress of English Literature" (M.E.L.) degree on eleven graduates. It was not until 1860, however, that the Bachelor of Arts degree was awarded to fourteen successful candidates of that class.[196]

Misfortune seems to have struck the school in 1884, for in that year the United States Commissioner of Education reported the College "Permanently closed."[197] However, the institution was resuscitated in 1889, this time under Lutheran auspices.[198] In 1912 Irving College, as it was now called, was "added to the list of institutions recognized by the Council [*College and University Council*] as of college rank."[199] Though the school continued to function until 1929, mounting financial difficulties gave a quietus to its activities. The State Council of Education declared: "Irving College was discontinued by action of its Board of Trustees at the close of the academic year 1928–29. The alumnae of the institution attempted to raise funds which would permit the reopening of the institution in September 1930, but apparently these efforts have failed."[200]

193 *Report of the Pennsylvania Superintendent of Public Instruction* (1877), 213; George P. Donehoo, ed., *History of Cumberland Valley in Pennsylvania* (Harrisburg, 1930), 244.

194 Act of Mar. 28, 1857, *P. L.* 132.

195 Annual Minutes (Mar. 3, 1858), 26.

196 *Catalogue* (1928–1929), 75.

197 *Report of the U. S. Commissioner of Education* (1883–1884), 622.

198 *Ibid.* (1888–1889), II, 1080–1081.

199 *Biennial Report of Pennsylvania College and University Council* (1912), 624.

200 *Report of the Pennsylvania Superintendent of Public Instruction* (1930), 198.

Founded in 1850 by the Rev. J. F. Hey of the Methodist Episcopal Church,[201] Cottage Hill College, York, Pennsylvania, passed into the hands of the United Brethren Church in January, 1866.[202] Two years later the school was chartered by the legislature, with the power to confer degrees.[203] Control by the United Brethren was apparently short-lived. In 1872 the school was reported as Presbyterian. At the same time it appears to have conferred its first degrees on five members of the class of 1872.[204] The Presbyterians, too, seemed to have experienced difficulty in conducting the school successfully, for in 1875 the College came under the patronage of the Protestant Episcopal Church.[205] Again, a period of decline set in. Beginning in 1880, the reports of the United States Commissioner of Education list Cottage Hill College as an institution "for the superior instruction of women from which no information has been received."[206] Finally, in 1888, the commissioner tersely stated that the College "Does not exist."[207]

The last of the Methodist colleges for women, Beaver College, began life in 1853 as the Beaver Female Seminary in Beaver County in the western part of the state.[208] It persisted in this form until 1872, when a charter was obtained from the legislature incorporating Beaver College and Musical Institute "for the education of persons of both sexes in all branches of learning usually taught in the colleges and seminaries of the U.S.," and with the power of granting degrees in the liberal arts and sciences.[209] Although the College conferred what was clearly an honorary Mistress of Liberal Arts degree in 1875,[210] it was not until 1884 that the minutes of the trustees speak

201 Methodist Episcopal Church, Minutes of the East Baltimore Conference (Mar. 2–9, 1859), n. p.; Cottage Hill College, *Catalogue* (1866–1867), 16; *Report of the U. S. Commissioner of Education* (1872), 795.

202 *Catalogue* (1866–1867), 16; *Report of the U. S. Commissioner of Education* (1871), 652–653.

203 Act of Feb. 21, 1868, *P. L.* 203.

204 *Report of the U. S. Commissioner of Education* (1872), 795, 801.

205 *Ibid.* (1875), 707; (1878), 505.

206 *Ibid.* (1880), 639; (1884–1885), 583.

207 *Ibid.* (1887–1888), 622.

208 Minutes of the Trustees (Jan. 6, 1854), I, n. p.

209 Act of Feb. 21, 1872, *P. L.* 135.

210 Minutes of the Trustees (June 29, 1875), II, 27.

of the awarding of degrees in course. At that time a Bachelor of Science degree was awarded to one young lady, and the "Master of Arts in course" to four.[211] Despite the conferring of the Master of Arts degree, it was not until 1891 that the minutes first record the awarding of the Bachelor of Arts degree to two women graduates.[212]

That the conferring of degrees does not of itself signify collegiate status was demonstrated by the action of the trustees in 1902 in unanimously deciding "to send request to University Senate of Methodist Episcopal Church to have classification of Beaver College & Musical Institute changed from that of Seminary to that of College."[213] The request was granted the following year,[214] and the College and University Council reported the change of status as follows: "Beaver College . . . was chartered as a college by the Legislature in 1872, but was conducted as a Seminary until 1902, when, upon recommendation of the Pittsburg Conference and the Board of Education of the Methodist Episcopal Church the classification of the institution was changed from the list of seminaries to that of colleges. The preparatory course was lengthened to four years; the faculty was increased and strengthened; and thorough college work was begun."[215] This was followed in 1907 by an amendment to the charter shortening the name to Beaver College, and declaring the purpose to be education for women only.[216] It was in the same year that the Department of Public Instruction first included Beaver College in its list of colleges and universities.[217]

But the difficulties of the College, particularly with respect to finances, increased rather than diminished with the passing years. In 1923 the trustees were informed of the imminent withdrawal of support from both the Pittsburgh Conference and the Methodist Board of Education, and the future course of the institution was declared to be uncertain after June, 1924.[218] The school was saved from the fate of extinction, however, by the purchase of the property of the

211 *Ibid.* (June 4, 1884), II, 56.
212 *Ibid.* (June 13, 1891), II, 83.
213 *Ibid.* (Oct. 3, 1902), III, 56.
214 *Ibid.* (June 18, 1903), III, 65.
215 *Biennial Report of Pennsylvania College and University Council* (1904), 604.
216 Beaver Co., Decree, Court of Common Pleas, No. 17, Sept. Term, July 1, 1907.
217 *Report of the Pennsylvania Superintendent of Public Instruction* (1907), 558–559.
218 Minutes of the Trustees (Apr. 18, 1923), III, 398–400.

Beechwood School in Jenkintown, Pennsylvania, in 1925.[219] The College occupied its new premises in the eastern part of the state that fall.[220] In order to benefit from the provisions of the "Curran Will," which "requires the supervision of the Presbyterian Church of the United States of America,"[221] the trustees effected an agreement with the Presbyterian Synod of Pennsylvania transforming their institution into a synodical college.[222]

Simultaneously with the incorporation of the Missionary Institute in 1858, the Lutherans obtained a charter for the Susquehanna Female College of the Evangelical Lutheran Church.[223] The decision to create a separate institution for women in a building apart from the Missionary Institute had been made earlier that year, and a board of eleven trustees was chosen to manage the affairs of the Female College.[224] Announcement was made of the existence of the College,[225] and in 1860 those girls who had entered the Institute were transferred to the Susquehanna Female College.[226] Financial difficulties soon plagued the trustees of the College. In 1868 the managers of the Missionary Institute resolved to pay off the debt incurred by the trustees of the institution for women.[227] This was followed shortly afterward by the transfer of the College to private hands.[228] But this change proved ineffective. Considerable opposition to the new owners was generated—"its former friends and supporters became its enemies"—and in 1873 the Susquehanna Female College was closed.[229] At the same time the Missionary Institute again admitted women to its instruction.[230] There is no evidence that the Susquehanna Female College, despite its advertisement of a "Collegiate

219 *Ibid.* (Feb. 9, 1925), IV, 23 ff.; (Feb. 17, 1925), IV, 31–32.
220 *Catalogue* (1926–1927), 13.
221 Minutes of the Trustees (Mar. 29, 1928), IV, 86.
222 *Ibid.* (Sept. 22, 1928), IV, 101 ff.
223 Snyder Co., Deed Book No. 1 (Sept. 24, 1858), 459.
224 Missionary Institute, Minutes of the Managers (May 12, 1858), I, 19–20; (May 13, 1858), I, 21.
225 *Catalogue* (1858–1859), 18.
226 Minutes of the Managers (June 26, 1860), I, 64.
227 *Ibid.* (Mar. 4, 1858), I, 122–123.
228 *Report of the U. S. Commissioner of Education* (1870), 514–515; *Report of the Pennsylvania Superintendent of Public Instruction* (1877), 505.
229 *Report of the Pennsylvania Superintendent of Public Instruction* (1877), 505–506.
230 *Catalogue* (1873–1874), 4, 5–7.

Department" with a four-year "Collegiate Course,"[231] ever functioned as a college or conferred a degree.

The Moravian Seminary and College for Women traces its origin to a school for girls established at Germantown in 1742 and transferred to Bethlehem in 1743.[232] As early as 1790, astronomy was a part of the curriculum.[233] In 1833 and 1834 philosophy and natural philosophy were also being studied.[234] A little more than twenty years later, "the higher Collegiate studies" were introduced.[235] It was not until 1862, however, that the decision was reached to incorporate the Seminary.[236] An act was secured from the legislature the following year incorporating the Moravian Seminary for Young Ladies, with the power to grant degrees.[237]

Despite its new status, the Seminary refrained from offering degrees for the successful completion of its collegiate course until 1888. In that year the course of studies was enlarged to embrace "Latin (Virgil and Cicero); Higher Literature (including the History of Classic Greek and Latin, German and Scandinavian Literatures, and some acquaintance with Anglo-Saxon); the Philosophy of History; Contemporary History; Mental and Moral Science (including Ethics and Æsthetics); History of Art and Architecture; a survey of the legal status of women (with references to the elements of property and contract Law); Political and Social Economy; Logic; Evidences of Christianity."[238] The catalogue announced that "A diploma with the degree of A.B., will be awarded to all meritorious pupils who have been in the Institution two or more years, and who have gone through the highest course of study, and have passed a satisfactory examination."[239] Yet, six years later (1894), the principal of the Seminary was still urging the trustees to expand the faculty and

231 Susquehanna Female College, *Catalogue* (1864–1865), 10–11.

232 William C. Reichel and William H. Bigler, *A History of the Moravian Seminary for Young Ladies* (Bethlehem, Pa., 1901), 20.

233 Polly Allen to her uncle, Andrew Craigie, Nov. 10, 1790, Archives of Moravian College for Women. Andrew Craigie was the first apothecary general of the United States.

234 Minutes of the Faculty (June 15, 1833), n. p.; (Feb. 20, 1834), n. p.

235 *Catalogue* (1855–1856), 13.

236 Moravian Church, Minutes of Provincial Elders' Conference (Oct. 27, 1862), 141.

237 Act of Apr. 3, 1863, *P. L.* 279.

238 Journal of Provincial Synod (Sept. 19, 1888), App. A, 19.

239 *Catalogue* (1888–1889), 16.

offer degree courses for women.[240] When a degree was conferred in 1896, it was the Bachelor of Literature degree, rather than the Bachelor of Arts.[241] Even this abbreviated program was forsaken when the trustees resolved "That after June 1899 the College Department which has now been in existence four years, be discontinued until such time as it may be reopened with profit."[242]

A radical change was effected in 1909. The trustees ordered the planning of "the course of studies in order that scholars can receive a degree."[243] This was reported as having been accomplished in 1910,[244] and a year later the Seminary conferred its first Bachelor of Arts degree on a single graduate.[245] With college instruction now firmly established as a basic policy of the institution, the trustees decided to obtain official recognition from the College and University Council "as a College for Women."[246] The charter was amended changing the name of the school to The Moravian Seminary and College for Women at Bethlehem, Pennsylvania,[247] and the College and University Council recognized the Seminary "as an institution of college grade" on May 28, 1913.[248]

In 1867 a circular appeared in Allentown announcing that "Lehigh Female College . . . is under the general supervision of 'The East Penna Classis of the Ger. Reformed Church,' which has appointed a 'Superintending Com.' to take charge of its educational interests until the completion of its organization. It stands in fraternal relations to 'Muhlenberg College,' and affords facilities for a *thorough Christian Female Education.* The course of instruction is in full harmony with the system of Education adopted by the Synod of the Reformed Church, and is complete in all its branches, useful and ornamental. It is to be divided into three departments: the Primary, Academic, and Collegiate, embracing as full and extensive a course

240 Minutes of the Trustees (Mar. 15, 1894), 35–37.
241 File of Graduates (1896).
242 Minutes of the Trustees (Jan. 28, 1899), 84.
243 *Ibid.* (Oct. 20, 1909), 161.
244 *Ibid.* (Mar. 16, 1910), 162.
245 *Ibid.* (June 13, 1911), 169–170.
246 *Ibid.* (Apr. 24, 1913), 177 ff.
247 Northampton Co., Miscellaneous Book No. 52 (May 19, 1913), 546.
248 *Biennial Report of Pennsylvania College and University Council* (1914), 667.

of studies as that of any similar institution in the country."[249] This marked the beginning of Cedar Crest College. The school opened September 5, 1867, with eight students.[250] A little more than a week later, the faculty of Muhlenberg College demonstrated its "fraternal relations" to the new institution by resolving "to receive gratuitously the sons of members of the faculty of Lehigh Female College, provided they receive on the same terms the daughters of Muhlenberg faculty."[251]

The following year the school was incorporated by the local court under the name of the Allentown Female College. However, the charter contained no provision for the granting of degrees.[252] Nor was any attempt made to confer degrees until 1893, when the catalogue announced that "All students who complete satisfactorily the studies in the Collegiate Course, will receive the degree of Bachelor of Letters."[253] At the same time, the institution adopted the name of Allentown College for Women.[254] Two years later it conferred the "Bachèlor of Letters" degree upon graduates of the class of June, 1895.[255]

It was not until 1912 that a committee was appointed to prepare a "full four-year course for the College."[256] A year later the trustees invested the president of the College with the authority "to request the College and University Council of the State of Pa. to recognize our work officially and to place our institution on the list of approved colleges of the state."[257] Despite the failure to obtain recognition, the trustees proceeded with their plans for instituting courses leading to

249 Lehigh College for Young Ladies, *Circular* (1867), 3.

250 H. M. J. Klein, *Cedar Crest College, 1867–1947* (Allentown, Pa., 1948), 23.

251 Muhlenberg College, Minutes of the Faculty (Sept. 16, 1867), I, n. p.

252 Lehigh Co., Charter Book No. 1 (June 1, 1868), 277.

253 *Catalogue* (1892–1893), 42. Klein, 49, states that in 1893 a new charter was obtained changing the name of the College to the Allentown College for Women, and empowering the institution to grant degrees. However, the office of the Recorder of Deeds of Lehigh County contains no record of such a charter or charter amendment. In fact, subsequent records of the College contradict this contention.

254 *Catalogue* (1892–1893), 1.

255 Diploma, Nina Alverna Danowsky, June 13, 1895.

256 Minutes of the Trustees (Jan. 10, 1912), 59.

257 *Ibid.* (June 4, 1913), 77.

the Bachelor of Arts and Bachelor of Science degrees,[258] and did in fact confer such degrees upon six young women in 1918.[259]

It was not until 1926 that the College authorities acknowledged the fact that they had been conferring degrees without the legal authority to do so. The president of the board of trustees stated: "We have been travelling under three different names for several years. The State Department know us as Cedar Crest; our creditors know us as Allentown Female College, and we are accustomed to being called A. C. W. or Allentown College for Women. If we are to be enrolled as a College it must be by some definite name. . . . We have come to the parting of the ways. We are not complying with the laws of the State in conferring our degrees and these that we do give are not of full value to our graduates."[260] Apparently, steps had already been taken to remedy this situation. The State Council of Education had approved the application of Cedar Crest College (May 7, 1926) for authority to grant the degrees of Bachelor of Arts and Bachelor of Science,[261] and on the very day the president of the trustees made his statement, the Court of Common Pleas of Lehigh County issued its final decree changing the name of the Allentown Female College to "Cedar Crest College of the Reformed Church in the United States."[262] In 1941, by further charter amendment, the College obtained the name it bears today, Cedar Crest College.[263]

Of the three colleges for women founded by Presbyterian interests, two still grace the present scene. The third, the Philadelphia Female College, chartered in 1874,[264] failed to draw the first breath of institutional life. Wilson College, the first of the two extant institutions, had its origin in a decision of the Presbytery of Carlisle in 1868 "that the Committee on Education be directed to take into consideration the expediency of establishing a Presbyterian Female College within our bounds, and to devise means for establishing the same."[265] The com-

258 *Catalogue* (1915–1916), 30–32.
259 Minutes of the Trustees (June 5, 1918), 82 ff.
260 *Ibid.* (June 2, 1926), 140.
261 *Report of the Pennsylvania Superintendent of Public Instruction* (1926), 90.
262 Lehigh Co., Charter Book No. 11 (June 2, 1926), 323.
263 *Ibid.*, No. 15 (Nov. 24, 1941), 108.
264 Philadelphia Co., Charter Book No. 1 (Nov. 17, 1874), 616.
265 Records of Carlisle Presbytery (Apr. 15, 1868), 318.

mittee reported favorably on the project two months later, and the Presbytery selected a board of trustees, instructing them to obtain a charter for the proposed college in accordance with the laws of Pennsylvania.[266] Meeting a week later, the trustees appointed a committee to procure a charter.[267] They deferred further action on the matter, however, until such time as a permanent location could be secured for the proposed institution.[268] This was accomplished in October, 1868, when the trustees accepted the offer of citizens of Chambersburg to raise a subscription in the amount of $23,000, contingent upon the trustees' locating the college there.[269]

As a result of gifts from Miss Sarah Wilson totaling $30,000, the board resolved to adopt the name Wilson Female College (October, 1868) in her honor.[270] Curiously, even prior to their October meeting the trustees had filed a petition with the Court of Common Pleas of Franklin County, September 12, 1868, requesting that a charter be issued to Wilson Female College. The Court granted the petition and pronounced the final decree January 18, 1869.[271] Ignoring the fact that a charter had already been obtained from the local court, the trustees secured a new one from the legislature (March, 1869) identical with the former in wording and provisions. Quite broad in scope, the act of incorporation empowered the trustees to "grant and confer such honors, degrees and diplomas as are granted by any university, college or seminary of learning in the United States."[272]

Although it had been intended to open the College by September 1, 1869,[273] the lack of a "proper endowment" persuaded the trustees that it was "inexpedient to commence operations before the fall of 1870."[274] Consequently, it was not until October, 1870, that "The Executive Committee was requested to arrange the exercises for the opening of the College Thursday Oct. 13th at 11 A. M."[275] In the

266 *Ibid.* (June 10, 1868), 332 ff.
267 Minutes of the Trustees (June 18, 1868), I, 17–18.
268 *Ibid.* (Aug. 6, 1868), I, 20–21.
269 *Ibid.* (Oct. 14, 1868), I, 23–24.
270 *Ibid.* (Oct. 28, 1868), I, 28.
271 See Franklin Co., Charter Book No. 1 (Jan. 18, 1869), 3. Neither the minutes of the trustees nor other records of the College acknowledge the existence of such a charter.
272 Act of Mar. 24, 1869, *P. L.* 504.
273 Minutes of the Trustees (Dec. 29, 1868), I, 39.
274 *Ibid.* (June 7, 1869), I, 53.
275 *Ibid.* (Oct. 6, 1870), I, 85.

meantime, a president and faculty had been selected.[276] A four-year college curriculum was formulated comprehending the Latin and Greek languages, and mathematics, including analytical geometry and calculus.[277] Three years after instruction had commenced, the College conferred the Bachelor of Arts degree on one, and the Bachelor of Science degree on three young lady graduates of the class of 1873.[278]

Like its sister institution at Chambersburg, Chatham College arose in Pittsburgh as a result of "a little informal agitation of the subject," initiated by "a few members of the Shadyside Presbyterian Church," in 1869.[279] Committees were appointed to formulate a plan or prospectus of organization and to secure funds.[280] A charter was obtained from the Court of Common Pleas of Allegheny County in December of the same year incorporating the Pennsylvania Female College, with the power to confer "such degrees in the liberal arts and sciences" as are "usually conferred in other Colleges of the United States of America." The control of the College was vested in a board of trustees, at least two thirds of whom were to be "Ministers and lay-members in full communion with some branch of the Presbyterian Church."[281]

By May, 1870, more than $44,000 had been subscribed for the benefit of the nascent institution.[282] Ten acres of land were donated as a site for the College.[283] A president and faculty were selected,[284] and it was decided that "The Curriculum of the College shall be fixed by the Committee on Organization in Consultation with the President at as high a grade at the Opening & advanced as rapidly as possible with the Approval of the Board, until the idea of a College Course, rather than that of an Academy is realized."[285] On September 28, 1870, the College was opened with "forty four boarding students,

276 *Ibid.* (July 5, 1870), I, 75; (Aug. 4, 1870), I, 79; (Oct. 6, 1870), I, 85.
277 *Catalogue* (1870–1871), 13–14.
278 Minutes of the Trustees (June 13, 1873), I, 149.
279 Minutes of the Trustees (Feb. 23, 1869), I, 1.
280 *Ibid.* (Mar. 17, 1869), I, 2.
281 Allegheny Co., Charter Book No. 3 (Dec. 11, 1869), 168.
282 Minutes of the Trustees (May 23, 1870), I, 13.
283 *Ibid.* (June 20, 1870), I, 16.
284 *Ibid.* (July 22, 1870), I, 24; (Sept. 12, 1870), I, 27.
285 *Ibid.* (July 22, 1870), I, 25.

& fifty nine day students. . . . the number would have been larger had the capacity of the building been greater."[286] Three years later the first baccalaureate degrees were conferred on six young ladies.[287]

Reflecting the general tendency of colleges for women in the late nineteenth century to disassociate themselves from the opprobious appellation "female," the trustees, at the urging of a "committee of the students association,"[288] decided in 1890 to petition the court to change the name of the corporation to the Pennsylvania College for Women.[289] This was accomplished that same year.[290] However, despite the title "College" which the institution bore, and the enabling provisions of its charter, the question was raised in 1895 as to whether or not the school had the legal right to grant degrees.[291] The doubt was apparently settled legally in 1896 when the state attorney general submitted it as his opinion that "the College . . . complied with the conditions laid down in the act of 1895 regulating the exercise of the degree conferring powers."[292]

Nevertheless, the president of the College in 1897 insisted that certain changes had to be made if the school was "to properly confer degrees." The trustees therefore "Resolved that the President of the Board and Miss Devore take the necessary steps to secure for the college a footing equal to other institutions of similar character in the State."[293] In 1906 the trustees were still considering the appropriateness of effecting "changes in the Charter which will bring the College in line with other successful Women's Colleges throughout the Country."[294] It was not until 1909 that the Pennsylvania College for Women was listed in the records of the Department of Public Instruction among the colleges and universities of the state.[295]

286 *Ibid.* (Oct. 15, 1870), I, 29.
287 *Ibid.* (June 17, 1873), I, 67.
288 *Ibid.* (Jan. 21, 1890), I, 289.
289 *Ibid.* (May 6, 1890), I, 291.
290 Allegheny Co., Charter Book No. 15 (June 28, 1890), 170. The institution obtained its present name, Chatham College, in 1955. *Evening Bulletin* (Phila.), Nov. 7, 1955.
291 Minutes of the Trustees (June 6, 1895), I, 346; (July 3, 1895), I, 350.
292 *Ibid.* (Apr. 8, 1896), I, 358–359.
293 *Ibid.* (June 7, 1897), II, 2.
294 *Ibid.* (Nov. 12, 1906), II, 144; (Dec. 11, 1906), II, 145.
295 *Report of the Pennsylvania Superintendent of Public Instruction* (1909), 570–571. Prior to this it had been classified by the superintendent as a secondary school. See *Reports* (1906), 562 ff., and (1908), 524 ff.

The same kind of meticulous care and preparation exhibited by the Quakers in establishing Haverford and Swarthmore colleges was also manifested by the founder and organizers of Bryn Mawr College. The institution derived life from the beneficence of Dr. Joseph W. Taylor, who during his lifetime purchased a site and commenced the construction of the buildings, and whose will, after his death in 1880, bequeathed a large portion of his considerable estate to the continuance of the project.[296] The trustees named in Dr. Taylor's last testament held their first recorded meeting in February, 1880, and proceeded to take the necessary measures for obtaining a charter.[297] This was granted by the Court of Common Pleas of Montgomery County in May of the same year. Although the charter specified in detail the nature, purpose, and organizational structure of the corporation, it failed to empower the College to confer degrees.[298]

More than five years elapsed from the time of their first meeting before the trustees considered the institution to have reached a state of readiness suitable for the admission of students. The committee on organization, for example, reported in 1881 that "in view of the large expenditure that will be necessary for buildings, furniture, library, laying out of grounds &c—the opening of the College cannot be expected to occur prior to the fall of 1883."[299] Even this was an optimistic estimate, for in October, 1883, the trustees decided to announce in a circular to be issued that the institution would be opened in the autumn of 1885.[300] In the meantime, circulars were distributed proclaiming the trustees' intention of offering to women all the advantages of higher education enjoyed by men, setting standards of scholarship for admission, and prescribing the course of study required for the earning of a degree.[301]

Dr. J. E. Rhoads was selected as the president, and Martha Carey Thomas, Ph.D., was appointed the dean of the faculty in 1884.[302] Though desirous of employing a faculty composed of practicing

296 Minutes of the Trustees (11mo. 15, 1881), I, 45; *Circular* (November, 1883), 1 f.; President's Report (1884), 3–4.

297 Minutes of the Trustees (2mo. 10, 1880), I, 21.

298 Montgomery Co., Miscellaneous Book No. 20 (May 15, 1880), 248.

299 Minutes of the Trustees (11mo. 15, 1881), I, 45.

300 *Ibid.* (10mo. 26, 1883), I, 84.

301 *Circular* (November, 1883), 1 ff.; (1884), 1 ff.

302 Minutes of the Trustees (3mo. 14, 1884), I, 97–98.

Quakers, the trustees were more intent upon securing competent instructors. ". . . it will be impracticable," declared the executive committee, "to fill all the Chairs of Instruction with members of the Society of Friends, without accepting those who are not equal in attainments, talents, and acquaintance with the best methods, to others who might be chosen. This would place the College at a disadvantage, and it is of serious importance that the wishes of Dr. Taylor, that Bryn Mawr should offer the best opportunities for a Collegiate education, and also be a Friends institution, shall be carried out as far as practicable."[303] Nor was this empty rhetoric. In authorizing the president of the College in 1884 to employ Emily L. Gregory as "Associate in Botany," the trustees wanted it "understood that she spends the intervening year in study in Europe."[304]

The institution was to be more than a high-grade undergraduate college for women. It proposed to offer equal facilities for graduate study. Five fellowships were established to be "awarded to students who present a college diploma . . . testimonials from those able to speak of their ability and acquirements and evidence of post-graduate study in some special line; and who satisfy the Faculty of their purpose to devote themselves to some future career."[305] This purpose was further exemplified in the selection of the faculty. Professors were employed only after careful screening—one, for example, presented testimonials from President Gilman of Johns Hopkins University, and from G. Stanley Hall—and after it had been ascertained that they either had their Ph.D. degrees, or were in the process of securing them.[306]

Bryn Mawr opened its doors to students on September 15, 1885, and "lectures and class-work began on the 21st."[307] Two months later the president reported: "There are now in the College forty-two students; of these four are holders of fellowships, two others are graduates, one was admitted from another college, and the remaining thirty-five were admitted after having passed the entrance examinations."[308] In 1888 the College conferred its first degrees in course.[309]

303 *Ibid.* (4mo. 11, 1884), I, 101.
304 *Ibid.* (6mo. 19, 1884), I, 104.
305 *Ibid.*, 105.
306 *Ibid.* (7mo. 16, 1884), I, 106 ff.; *Catalogue* (1885–1886), 3–4.
307 President's Report (1885), 23.
308 Minutes of the Trustees (11mo. 13, 1885), I, 165.
309 *Ibid.* (5mo. 11, 1888), I, 245–246.

Noting this event, the president stated:

> There were two candidates, one of whom received the degree of Doctor of Philosophy, the other that of Bachelor of Arts. The former, after four years of study at the Universities of Leipsic and Zurich, and at the Sorbonne and College de France, had spent three years at Bryn Mawr College. Her chief subject was English, and her secondary one was Greek. She presented an inaugural dissertation on "The First Part of Beowulf," which embodied an original investigation of the poem. That one of the first graduates should have taken the Doctor's degree, and that four other graduates should have been studying during the year for the same degree, give evidence of a desire for advanced instruction on the part of women who have completed a collegiate course, and point to the important place which such instruction may assume in the duties of the College.[310]

The lack of a specific provision in the charter concerning the conferring of degrees, however, raised a question as to the College's legal right to do so. The anxiety of the trustees was momentarily allayed in 1888 when their counsel gave it as his opinion that "So far as the Legislature is concerned, I think, that in creating you a College, it gives you a right to all that is within the general scope of such an institution. This certainly involves the power to confer degrees."[311] Nevertheless, the problem was again raised in 1893.[312] With the passage of the act of legislature of June 26, 1895, the trustees decided to amend their charter.[313] The College and University Council approved the amendment,[314] which permitted Bryn Mawr College to confer "Degrees in Art, Science, Philosophy and Literature," and the court issued its final decree in April, 1896.[315] To eliminate any possible doubt as to the validity of the degrees granted prior to the charter amendment, the trustees "unanimously agreed to ratify and confirm all degrees . . . hitherto conferred upon the graduates of the College."[316]

Catholic colleges for women in Pennsylvania are a phenomenon

310 President's Report (1887–1888), 9.

311 Minutes of the Trustees (9mo. 14, 1888), I, 255–256.

312 *Ibid.* (12mo. 8, 1893), II, 234.

313 *Ibid.* (12mo. 13, 1895), II, 320–322. The Act of 1895 (*P.L.* 327) set the conditions under which institutions may be chartered and empowered to confer degrees, and established an agency (the College and University Council, now the State Council of Education) to enforce its provisions.

314 *Biennial Report of Pennsylvania College and University Council* (1896), 5.

315 Montgomery Co., Miscellaneous Book No. 40, 305.

316 Minutes of the Trustees (5 mo. 8, 1896), III, 2.

of the twentieth century. There were no coeducational institutions of higher education established by the church in the nineteenth century; nor did the existing Catholic colleges for men at that time admit women to their instruction. The prejudice against their right to higher educational opportunities which Catholic women had to overcome was as strong as, if not stronger than that experienced by women of other denominations. This in itself was a powerful factor militating against the early appearance of colleges for them. But, when they did arise, there were no legal doubts as to their right to the designation "college." In each case either a new charter was obtained in conformity with extant law, or a previously existing charter was amended with the approval of the College and University Council or its successor, the State Council of Education, before the first degrees were conferred upon their graduates.

Marywood College for women at Scranton enjoys the distinction of being the first Catholic college for women in Pennsylvania recognized by the state as a degree-granting institution. Before proceeding with the establishment of college classes, the Sisters of the Immaculate Heart of Mary canvassed the priests of the diocese and obtained the sanction of the Bishop of Scranton.[317] A freshman class was organized in September, 1915,[318] and a charter was obtained from the Court of Common Pleas of Lackawanna County in 1917 incorporating Marywood College with the right to confer the degrees of Bachelor of Arts, Bachelor of Science in Music, and Bachelor of Science in Household Economics.[319] At the first College commencement, held June 15, 1919,[320] seventeen young ladies received the Bachelor of Arts degree.[321]

The second college founded by the Sisters of the Immaculate Heart of Mary was incorporated in 1920 under the name of Villa Maria College, Immaculata, Chester County.[322] A year later, September 22, 1921, the first freshmen class of seventeen students com-

317 *The Sisters of the I. H. M.* (New York, 1921), 404–405.
318 *Catalogue* (1915–1916), 9 ff.; *The Catholic Light* (Nov. 20, 1919), II, 5–6.
319 Lackawanna Co., Charter Book No. 8 (June 4, 1917), 399.
320 *The Sisters of the I. H. M.*, 421.
321 Registrar's Records (1919).
322 Chester Co., Corporation Book No. 7 (Nov. 29, 1920), 429.

menced collegiate studies.[323] In 1925 the institution conferred its first baccalaureate degrees upon thirteen members of the graduating class.[324] To avoid confusing the identity of the school with one bearing the same name at Erie, Pennsylvania, the College authorities, with the consent of the Department of Public Instruction, adopted the name Immaculata College on January 4, 1929.[325]

Seton Hill College, Greensburg, Westmoreland County, was founded by the Sisters of Charity in 1883 as Saint Joseph's Academy.[326] Incorporated February 7, 1885, with the power to confer "academic degrees,"[327] the Academy persisted as a secondary school until 1912, when a postgraduate year was instituted at the request of two young ladies desiring additional preparation prior to their admission to college.[328] A charter amendment in 1918, in conformity with the legislative act of 1895, changed the name of the Academy to Seton Hill College, and endowed the corporation with full collegiate status, including the right to confer the degrees of Bachelor of Arts, Bachelor of Music, and Bachelor of Science in Household Economics.[329] In 1919 the College conferred its first degrees, the Bachelor of Music degree, upon two graduates.[330] A year later, three young ladies were awarded the Bachelor of Arts degree.[331]

Acting upon the suggestion of Cardinal Dougherty, the Sisters of the Holy Child Jesus resolved to expand their original plan of establishing an academy to one envisioning the formation of a college.[332] An estate was purchased at Rosemont, Montgomery County, and a class of seven girls was admitted to the first instruction of the Col-

323 Registrar's Records (1921–1922); *Villa Maria Diary* (1925), 12, Immaculata College. This is the yearbook of the first graduating class of Villa Maria College (Immaculata College).

324 Registrar's Records (June 4, 1925).

325 *Report of the Pennsylvania Superintendent of Public Instruction* (1930), 168.

326 *Catalogue* (April, 1919), 7; Sister Mary Electa Boyle, *Mother Seton's Sisters of Charity in Western Pennsylvania* (Greensburg, Pa., 1946), 114; Salvador Federici, "Higher Education," *Catholic Pittsburgh's One Hundred Years* (Chicago, 1943), 148.

327 Reference to original charter appears in a subsequent amendment of 1895. See Westmoreland Co., Corporation Book No. 4 (Jan. 14, 1895), 149.

328 Interview, held June 29, 1951, with Sister Electa, Dean of Seton Hill College and member of the Academy faculty in 1912.

329 Westmoreland Co., Corporation Book No. 15 (June 3, 1918), 1.

330 *Catalogue* (1924–1925), 91.

331 *The Setonian*, I (June, 1920), 1.

332 Mary S. Powers, *Rosemont College, 1921–1946* (Philadelphia, 1946), 3.

lege, September 26, 1921.[333] The following year a charter was obtained from the Court of Common Pleas of Montgomery County incorporating Rosemont College of the Holy Child Jesus.[334] On June 8, 1925, Rosemont College conferred its first degrees upon two graduates.[335]

The Sisters of Saint Joseph, founders of Chestnut Hill College, were incorporated in 1871 by the Court of Common Pleas of Philadelphia with the "power to confer such literary degrees, honors and Diplomas as are usually granted by Academies, and Universities upon such Pupils as shall have completed in a satisfactory manner the prescribed course of studies."[336] Although occasional catalogues of the secondary school (Mount Saint Joseph Academy, also established by the community) refer to this right, and the catalogues of 1905–1906, and 1906–1907 outline three college courses leading to degrees in arts, literature, and science,[337] the institution never exercised the charter-given privilege. During 1905–1906 and 1906–1907, two girls were enrolled in the freshman class of the college courses,[338] but such classes appear to have been discontinued after the academic year 1906–1907 when the Superintendent of Public Instruction questioned the authority of the Sisters to confer degrees.[339]

Perhaps the attitude of the Sisters was best expressed in the report of the dean of the College to the advisory board in 1925: ". . . recognizing the high standard set for schools and colleges by the State of Pennsylvania, we have desired to bring ourselves within the jurisdiction of the Department of Public Instruction of Pennsylvania in order that when we do confer a degree upon a graduating member of the College, it will carry with it the recommendation and endorsement of the State of Pennsylvania as well."[340] Consequently, it was not until September 20, 1924, that a freshman class of thirty-six

333 *Catalogue* (1921–1922), 3; Sister Mary Eleanor, *Mother Mary Ignatius of the Society of the Holy Child Jesus* (Philadelphia, 1949), 96.

334 Montgomery Co., Miscellaneous Book No. 101 (June 19, 1922), 21.

335 Registrar's Records (1921–1952).

336 Philadelphia Co., Miscellaneous Book J A H, No. 1 (Dec. 4, 1871), 598.

337 Cf. *Catalogue* (1896) 15; (1899–1900), 20; (1901–1902), 20; (1905–1906), 53–63; (1906–1907), 53–63.

338 Student Register (1905–1906) and (1906–1907).

339 Letter of Nathan C. Shaeffer, Superintendent of Public Instruction, to Mt. St. Joseph's College, Nov. 14, 1906, Chestnut Hill College.

340 Minutes of the Advisory Board (Nov. 23, 1925) n. p.

young women was formed.[341] On January 6, 1928, the State Council of Education recognized Mount Saint Joseph College as a degree-granting institution,[342] and on June 3 of the same year, the College conferred the Bachelor of Arts degree on eight candidates.[343] Ten years later (April 8, 1938), the institution changed its name to Chestnut Hill College of the Sisters of Saint Joseph.[344]

Another community of the Sisters of Saint Joseph, incorporated at Erie, Pennsylvania, in 1882,[345] obtained a charter amendment in 1894 investing the corporators with "full . . . authority to confer and issue . . . all and any degrees, diplomas and distinctions of honor . . . and privileges now possessed by any institution of learning now exercising corporate powers under or by virtue of the general laws of the Commonwealth."[346] As in the case of Chestnut Hill College, the right was not exercised, and when the Sisters decided to expand their instructional offerings and opened Villa Maria College, September 21, 1925,[347] they were required to obtain a new charter. The State Council of Education recognized the institution, June 1, 1928,[348] and the local court issued its final decree shortly afterward.[349]

The Sisters of Mercy established their first college in Pennsylvania, College Misericordia, at Dallas, Luzerne County, on September 24, 1924.[350] Two years later, December 3, 1926, the State Council of Education approved the school's application for a charter as a degree-granting institution.[351] On June 14, 1927, the College conferred its first degrees on five successful candidates.[352] A second college was opened by the Sisters of Mercy at Erie, Pennsylvania, September 20, 1926.[353] Two years later, "Mercyhurst College was

341 *Ibid.*

342 *Report of the Pennsylvania Superintendent of Public Instruction* (1928), 146; Philadelphia Co., Miscellaneous Book No. 33 (Feb. 17, 1928), 215.

343 Minutes of the Advisory Board (Feb. 22, 1929), n.p.

344 *Report of the Pennsylvania Superintendent of Public Instruction* (1938), 39.

345 Erie Co., Charter Book No. 1 (May 2, 1882), 596.

346 *Ibid.*, No. 2 (May 28, 1894), 758.

347 *Catalogue* (1926–1927), 4.

348 *Report of the Pennsylvania Superintendent of Public Instruction* (1928), 146.

349 Erie Co., Charter Book No. 8 (June 11, 1928), 734.

350 *Catalogue* (1924–1925), 3.

351 *Report of the Pennsylvania Superintendent of Public Instruction* (1928), 146; Luzerne Co., Charter Book No. 10 (Jan. 31, 1927), 420.

352 Register of Graduates (June 14, 1927), 147.

353 *Erie Dispatch-Herald*, Nov. 12, 1926.

chartered and authorized by the State Council of Education October 5, 1928, to confer the degree of Bachelor of Arts,"[354] and in 1929 awarded the Bachelor of Arts degree to four graduates.[355] Finally, the Sisters of Mercy announced that Mount Mercy College, Pittsburgh, would be opened on September 25, 1929.[356] A charter was obtained from the Court of Common Pleas of Allegheny County in April, 1933,[357] and the first degrees were conferred on fifteen graduates in the same year.[358]

More recently, a new Catholic college for women has made its appearance under the guidance of the Missionary Sisters of the Sacred Heart of Jesus. Cabrini College, Radnor, Pennsylvania, was incorporated by the Court of Common Pleas of Delaware County in 1957, with the power to confer the degrees of Bachelor of Arts and Bachelor of Science.[359] In September of the same year the institution admitted its first freshman class.[360]

Colleges for women in the nineteenth century in Pennsylvania were not held in high esteem. The reports of the state superintendent of schools, for example, consistently classified them as secondary schools.[361] Nor was this a phenomenon confined to Pennsylvania alone. In 1881 the United States Commissioner of Education declared: "The record here presented affords some important general conclusions with reference to the education of women. It indicates a preference for separate collegiate education on the part of a large and influential class of our people. It indicates also a different conception of education as applied to women from that which obtains in the case of men. This difference, however, does not seem to conform to any recognized difference in capacity or probable vocation; it is rather the lingering evidence of a disposition to treat woman's education as a matter of little moment. It is an incongruity, not an adjustment."[362]

354 *Report of the Pennsylvania Superintendent of Public Instruction* (1930), 168.
355 *Catalogue* (1930–1931), 60.
356 *Circular* (1929), n. p.; Interview with Sister M. Regis Grace, Dean, Aug. 7, 1950.
357 Allegheny Co., Charter Book No. 65 (Apr. 26, 1933), 175.
358 Minutes of the Trustees (May 31, 1933), 103.
359 Delaware Co., Charter Book N (June 7, 1957), 398.
360 *Catalogue* (1958–1959), 10.
361 Cf. *Report of the Pennsylvania Superintendent of Common Schools* (1872), lxvi; (1882), lx–lxiii; (1896), xcviii–ciii.
362 *Report of the U. S. Commissioner of Education* (1881), cli.

A cursory examination of the nature of the curriculum offerings, and the length of time required of the candidates for degrees in the women's colleges to complete their courses, suffices to substantiate the validity of the commissioner's contention. Even those colleges which admitted women on an equal basis with men frequently instituted special "Ladies' Courses," or "Female Seminary Courses," academically inferior to the "regular college course," yet often conferred equivalent degrees for their successful pursuit.[363] Again, this practice was by no means peculiar to Pennsylvania. The United States Commissioner of Education reported in 1877 that "About one-half of the universities and colleges established for the instruction of young men also admit the other sex. . . . In most of the mixed colleges a special 'ladies' course' is established, and in general the standard of qualification necessary to obtain a diploma is lower for women than for men."[364]

Although there is little question that many of the colleges for women in Pennsylvania, during the period under consideration, offered a course of instruction in advance of the academies and female seminaries of the time, very few were "organized upon the usual plan of the arts colleges."[365] Using this criterion as his basis for classification, the United States Commissioner of Education included only one Pennsylvania college for women, Bryn Mawr College, in his list of the nation's colleges in 1887.[366] After the passage of the legislation of 1895 establishing minimum standards for degree-granting institutions and creating an agency authorized to enforce those standards, the qualitative disparity between colleges for men and colleges for women began to disappear. By the close of the first decade of the twentieth century surviving institutions of higher learning for women were beginning to rid themselves of the opprobrium of legal inferiority.

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363 Cf. Waynesburg College, *Catalogue* (1853), 12; Mount Pleasant College, *Catalogue* (1855–1856), 13; Thiel College, Minutes of the Trustees (June 23, 1875), I, 72; Pennsylvania State College, *Catalogue* (1883–1884), 43, 57; Juniata College, *Catalogue* (1896–1897), 28.

364 *Report of the U. S. Commissioner of Education* (1877), cv.

365 *Ibid.* (1886–1887), 642.

366 *Ibid.*, 645.